

JILLIAN C. JABLONSKI

SKILLS

- Problem Resolution
- Leadership
- Organization
- Data Analysis
- Progress Monitoring
- Planning and Development
- Strong Presentation Skills
- Trauma Informed Care
- Utilizing Restorative Practices
- Strong Interpersonal Relationships
- Behavioral Intervention Plans
- Staff Coaching

COMMITTEE WORK

- LPS External Coach for PBIS (K-8)
- Johnson's MTSS Achievement Team
- Johnson's Guiding Coalition Team

PROFESSIONAL LEARNING

- LPS Aspiring Administrator's Series
- Restorative Practices
- CPI (Expirers Sept. 2027)
- Stop the Bleed

EDUCATION

Marshall University

Huntington, WV • Expected 2028

Doctorate of Education: Leadership Studies

Eastern Michigan University

Ypsilanti, MI • 12/2020

Master of Arts: K-12 Administration

Administrator's Certificate (ES)

Eastern Michigan University

Ypsilanti, MI • 12/2009

Bachelor of Science: Elementary

Group Social Studies, Reading

Eastern Michigan University

Ypsilanti, MI • 12/2009

Teaching Certificate (ZG, BT, RX)

PROFESSIONAL SUMMARY

Skilled educator with experience in elementary, middle, and high schools. Throughout my career I have held various positions as a Teacher, Behavior Specialist, Elementary Student Assistance Provider, and Dean of Education. I regularly assess my practices to ensure I continuously develop as an educator.

EXPERIENCE

LIVONIA PUBLIC SCHOOLS

Johnson Upper Elementary • Westland, MI

Elementary Student Assistance Provider (ESAP) • August 2022- Present

- Provides behavioral, health, and social-emotional support and intervention for students.
- Uses Restorative Practices and Trauma Informed approaches when responding to students' needs.
- Collaborates with the school's Achievement Team to address behavioral and academic concerns of students in accordance with MTSS framework.
- 504 Coordinator.

Webster Elementary • Livonia, MI

Family 3 Teacher • August 2020- August 2022

- Maximized student learning by meeting with my PLT to analyze student data, monitor student progress, and plan engaging and rigorous lessons.
- Used formative assessment data to adjust lessons as needed and provide timely feedback to students.
- Collaborated with a team to create Family 3's ELA learning modules.
- Regularly volunteered to help with extra responsibilities as needed.

NATIONAL HERITAGE ACADEMIES

Metro Charter Academy • Romulus, MI

Upper Elementary Dean of Students Grades 3-5 • June 2019-August 2020

- Planned, facilitated, and implemented Professional Learning Communities (PLCs) using several grouping strategies.
- Used the Classroom Framework to conduct short weekly observations, as well as full-length observations and end of the year evaluations.
- Interviewed, hired, and managed disciplinary issues with staff.
- Conducted one-on-one meetings with teachers to set and monitor goals.
- Coached teachers on best practices for instruction and classroom management.
- Implemented initiatives to drive curriculum quality and target learning outcomes.
- Held meetings with parents to resolve conflicting educational priorities and issues.
- Fairly and effectively managed higher level student behavior issues.
- Fostered meaningful relationships among staff, students, and families.

EXPERIENCE CONTINUED

NATIONAL HERITAGE ACADEMIES CONTINUED

Laurus Academy • Southfield, MI • August 2015- June 2019

Interim Dean of Students Grades 1, 7, 8 • February 2019- June 2019

- Effectively fulfilled all duties of the dean position as noted above.
- Planned and executed multiple events: high school night, prom, and the eighth grade promotion ceremony.

K-8 Achievement and Behavior Support Specialist • September 2018- February 2019

- Conducted weekly groups to support teachers in developing positive behavioral tools and skills.
- Partnered with administrative leadership to improve discipline practices based on data findings.
- Implemented Restorative Practices to be used school-wide.

At-Risk Middle School Teacher • September 2016- September 2018

- Used NWEA and interim assessment data to drive personal instruction for a caseload of 30 students.
- Built and tracked reading fluency using a variety of methods.
- Taught students how to track and monitor their own reading goals.
- Filled vacancies in the middle school (science: Oct-June and ELA Nov.-June) to ensure students have a reliable and consistent classroom teacher.

Fifth Grade Teacher • August 2015- August 2016

- Taught in a self-contained classroom, all subjects.
- Created individual workshop lessons for leveled learning (math and reading).
- Managed continuous improvements in the classroom by using data to drive instruction.
- Encouraged a classroom culture that inspires risk-taking and collaboration.

HENRY FORD ACADEMY: SCHOOL FOR CREATIVE STUDIES

HFA: SCS • Detroit, MI • January 2012-Aug. 2015

Senior Practicum Coordinator

- Adapted and implemented the Senior Mastery Process curriculum for the first senior class in a start-up charter school.
- Created and maintained ongoing partnerships with community business and public service executives, non-profit organizations, and local entrepreneurs.
- Mediated conflicts between students and community partners.
- Tracked student work hours, behavior, professionalism, ethics, and overall class progress.
- Worked with students to develop thesis statements and gather research based on their practicum placement.